Saskatchewan
Education

Evaluation in Education

Report of the Minister's Advisory Committee on Evaluation and Monitoring

January 1989

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Letter of Transmittal

January 26, 1989

Honourable Lorne H. Hepworth
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Regina, Saskatchewan
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Dear Mr. Hepworth:

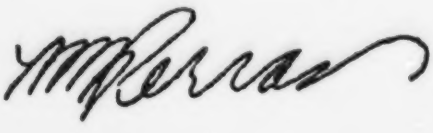
It is my pleasure to present you with this report of the Minister's Advisory Committee on Evaluation and Monitoring. The Committee has held deliberations since November 1987 on this complex and important topic.

This report represents the culmination of the Committee work including recommendations on Student Evaluation, Personnel, Curriculum and Program Evaluation, System Monitoring and Evaluation Improvement.

Committee members gave willingly of their time and expertise to provide you with this report. I would like to extend my thanks to the Committee for their valuable contribution to the process.

Please accept this report for consideration on behalf of the Minister's Advisory Committee on Evaluation and Monitoring.

Yours sincerely,



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Introduction

Any framework designed to promote an understanding of evaluation in Saskatchewan should include a common conception of what evaluation is. Such a conception should also flow from a clearly enunciated vision of what the public education system should aspire to accomplish. The vision which guided this committee as it struggled with the complex issues associated with evaluation in education is found in *Directions: The Final Report of the Curriculum and Instruction Review.*

Implicit in the assumptions underpinning the *Directions* report are two notions that the committee felt should remain central to any review of evaluation policy and practice in the province. These were:

- That there should be a shared view among the educational partners about the role of evaluation; and,

- That there should be a recognition of where the responsibility for discrete evaluation activity lies.

These principles, among others, provided the framework which guided the Minister's Advisory Committee on Evaluation and Monitoring as it attempted to respond to the mandate of Recommendation #7 in *Directions.*

One of the first actions of this Committee was to hold an Evaluation Seminar. In November 1987, representatives of the major educational agencies were invited to the seminar on evaluation held in Saskatoon. Participants discussed their beliefs about evaluation, identified issues to be addressed, and explored roles and responsibilities of the various educational partners.

During its deliberations, the Committee used many sources of information and reference. These sources included literature reviews commissioned by Saskatchewan Education as follows: Report on Student Evaluation; Evaluation, Accountability and Monitoring; Program Evaluation: Roles and Tasks at Various Organizational Levels in Education; and Report on Accreditation Policies, Practices, Issues.

It became clear in the early deliberations that the task before the Committee was complex. The Committee members decided, therefore, to deal with this task using an issues approach. Issues including standards, accountability, leadership, quality of teaching and excellence in education were debated across the topic areas of student evaluation, teacher accreditation, supervision, program evaluation and system evaluation. At meetings throughout 1987 and 1988, the Committee further debated the issues within the preferred and agreed upon view of the Committee concerning philosophy and role of evaluation. In addition, the preferred view was seen as consistent with the Saskatchewan context and the Core Curriculum.

The Committee recognizes that not all issues in evaluation have been resolved in the report. The Committee also feels strongly that an ongoing discussion on evaluation issues in Saskatchewan be continued among the partners in education.

This report represents the culmination of the Committee deliberations. It presents recommendations under the headings of Student Evaluation, Curriculum and Program Evaluation, Personnel, System Monitoring, and Evaluation Improvement.

The Role of Evaluation in the Improvement of Instruction and Student Learning

The Saskatchewan Context

Saskatchewan schools are changing. The Curriculum and Instruction Review process of the early 1980's and the consequent re-appraisal of the goals of education by the people of Saskatchewan gave rise to the blueprint described in *Directions*. The plan is being realized through educational developments in several areas: new Core Curriculum which incorporates Required Areas of Study, the Common Essential Learnings and the Adaptive Dimension; establishment of centres of research and development in school improvement, professional development and administrative leadership; special funding for innovative projects through the Education Development Fund; and the reorganization of Saskatchewan Education's mechanisms for provincial curriculum development and implementation. These are substantial changes for education, a complex social system where change is usually a gradual process. The driving force behind *Directions* was a perception that the increasing pace of societal change requires schools not only to reflect the norms of today, but also to prepare students to function in the unpredictable world of tomorrow.

From the beginning, the *Directions'* vision included the realization that both the changes themselves and their effects would need to be monitored and assessed. Only then could it be known whether the changes had indeed taken place and, further, whether the revisions were having the intended effects on student learning. Therefore, *Directions* called for evaluation to be woven into all aspects of the change process and addressed it specifically in one of the recommendations of the report. Recommendation #7 stated:

That the Minister Initiate a Review of Evaluation Procedures in the Province

An interagency reference committee should be established to gather information, identify issues, and plan for future action. Areas to be addressed by this committee are:

- types of evaluation that aid teachers in making decisions about student achievement and needs
- teacher accreditation policies
- program evaluation procedures at all levels
- indicators of the educational system's ongoing effectiveness.

In response to this recommendation and in acknowledgement of the key role monitoring and evaluation will have in implementing the *Directions'* vision of education, the Minister's Advisory Committee on Evaluation and Monitoring prepared this report. The Committee proceeded to clarify within the preceding context the purposes of evaluation and monitoring, to offer a philosophical perspective for viewing evaluative processes, and to make recommendations on the development of processes for monitoring and evaluation.

Roles of Evaluation

In *Saskatchewan Education: Its Programs and Policies* (booklet #2 of the *Directions* report), evaluation is assigned a role in each of the four phases of curriculum development. Not only has a new curriculum development model been instituted by Saskatchewan Education, but the focus of curriculum has changed. A K-12 emphasis replaces the old division system. The establishment of the Core Curriculum and the design of Required Areas of Study and Common Essential Learnings are intended to provide knowledge, skills, processes, values and cognitive abilities which are relevant for each student both in school and beyond.

Recognizing that students come to school with varying abilities, Core Curriculum incorporates an Adaptive Dimension intended to make learning more relevant and more accessible to children with varying needs. Some of these children are in alternate programs qualitatively different from the regular program, but the majority remain in the regular classroom and require various kinds of support to reach their full potential. By its very nature the Adaptive Dimension requires flexibility in individualization of programs through diagnostic and formative evaluation.

Since the Core Curriculum represents a qualitatively different school program, implementation of these changes will need to be monitored closely, and the impact of the changed programs will require comprehensive assessment.

Evaluation for Student Success

Emphasis on the Common Essential Learnings and the redefined Required Areas of Study demands new thinking about how our students should be evaluated. The basic premise is that student evaluation springs from the nature of the learner and the teaching-learning process within the framework of broader educational goals and objectives as reflected in Saskatchewan's curriculum.

The new curriculum calls for changes in our traditional educational process. Renewed attention will need to be given to the identification and development of learnings required to equip today's children to meet the challenges of tomorrow. These changes will need to be reflected in our evaluation techniques. In addition to their constant search to improve existing strategies for student evaluation, teachers will need to take professional leadership in exploring ways of

evaluating students in non-traditional areas such as the Common Essential Learnings so that student progress in areas beyond content acquisition can be measured and communicated.

To examine and develop new evaluation techniques, teachers will need support from all levels. School administrators and the professional organizations will be expected to help teachers implement new strategies. School divisions will need to convey to their public the reasoning behind the new strategies. Researchers will be expected to assist in developing appropriate techniques. Through its curriculum development and student evaluation initiatives, Saskatchewan Education will need to endorse and promote the expanded philosophy of student evaluation.

Evaluation for the Enhancement of Programs

Participation in program evaluation increasingly is accepted by educators as part of their professional responsibility. There is new emphasis on local adaptation of programs and on the school and its community as the appropriate places for bringing about significant change. This means that teachers, school administrators and division personnel are expected to take part in the evaluation of programs offered in their school or division. Locally developed options will need to be evaluated at the school division level. In addition, as the program development cycle outlined in *Directions* becomes operational, educators will become more involved in program evaluation at the provincial level.

If educators at the school and division level are to seize the opportunity for professional enhancement which comes from taking part in program evaluation, they will need to be supported with resources, expertise and training from their school divisions and Saskatchewan Education. Effective program evaluation is dependent upon clear policies, the provision of adequate inservice time, and incentives for the adoption of an active program evaluation policy.

In the long run, teachers stand to benefit greatly from this expansion of their professional role. Participating in the reflective act of evaluating what one teaches can only enhance personal and professional development.

Evaluation for Professional Growth and Development

The increased emphasis on student and program evaluation will demand that all members of the teaching profession be as well prepared as possible. In Saskatchewan, the College of Education in Saskatoon and Faculty of Education in Regina can provide appropriate teacher education. As well, the Committee feels that the Saskatchewan model of teacher accreditation promotes growth in evaluation competence. The accreditation seminar provides opportunity for the professional exchange of evaluation strategies and encourages peer coaching and self-assessment, trademarks of the professional. Through self-assessment both the individual and the system learn where and how they can improve. A collegial approach to professional growth by educators at all levels can only enhance teachers' mastery of necessary skills and strategies for student and program evaluation.

Coaching and supportive feedback are important components of professional growth and development. Their role can be strengthened through the adoption of and adherence to a developmental supervision cycle which allows administrators and school divisions to provide direct feedback to teachers.

It is also important to enhance public understanding of ways teachers and school divisions are meeting their increased evaluation responsibility. The recent Saskatchewan Teachers' Federation reviews of teacher accreditation policy, practices and seminars examined course requirements for teachers to become accredited. Any further re-examination needs to ensure that this policy includes the renewal of evaluation skills and practices. Further, in these days of restricted access to post-secondary institutions, the fairness of student's final grades needs to be assured even more than ever.

Evaluation for Public Accountability

Public accountability has become a major theme in much of today's educational literature. Educators have a responsibility to students, parents, and taxpayers. They also have a responsibility to each other and to their profession. By engaging in self-assessment and renewal of their evaluation strategies and by participating in development of evaluation expertise at the school, school division and provincial level, educators contribute both to public accountability and to the profession as a whole.

In Saskatchewan, school divisions and the department share responsibility in educational matters for accounting to the public. School divisions have a responsibility to ensure the development and implementation of appropriate personnel supervision/evaluation practices and the establishment of exemplary student, school and division evaluation procedures.

At the provincial level, evaluation responsibilities find expression in the monitoring of the attainment of broad educational goals. In part, evaluative information gathered and reported at the school and division level is used to support provincial monitoring activities. The measured success of schools in meeting individual student needs, in helping students to complete grade 12, and in responding to immediate concerns of parents and community helps, for example, to determine the effectiveness of provincial policy. Additional evaluative information such as the adequacy of the curricula in meeting province-wide expectations, the success in enhancing inter-cultural awareness and the impact of policies for alternate education must be generated and gathered provincially.

In Saskatchewan, strategies for monitoring will need to be enhanced so that Saskatchewan Education will continue to meet its statutory responsibilities for the overall effectiveness of education. Evaluation information gathered at the school division level can assist the department in reporting to the Saskatchewan people. The presence in the field of educational expertise in evaluation and monitoring will also permit a faster and more informed response to unanticipated issues of accountability which will undoubtedly arise from time to time.

Evaluation Means Improvement

Evaluation is an integral part of all aspects of the educational process and its major purpose is to improve instruction and student learning. It is through the effective and continuous evaluation of student performance, school programs, teaching practices, and the evaluation methods themselves that we gather information about how well the school division is achieving Saskatchewan's educational goals and objectives.

Evaluation is the reflective link between the dream of what should be and the reality of what is. This reflective link or activity will contribute to the vision of schools which are self-renewing, with mechanisms in place to support the ongoing examination and renewal of educational practices. Evaluation procedures must contribute to that vision.

Toward an Understanding of Evaluation

Reflecting on the purpose and practice of evaluation reveals its complexity. By most definitions evaluation involves gathering information and making a judgement. However, beyond this seemingly straightforward concept lie many problematic and value-laden issues which must be resolved from within a chosen stance on the purposes of education.

For example, on the matter of deciding how to make measurements on students, one might choose from a variety of techniques; criterion-referenced, norm-referenced or self-referenced strategies. Or one might make an appeal to a standard derived from professional insight - for instance, through observation, interviews and anecdotal records. The choice derives from the purpose or role of the intended evaluation: Is it to diagnose problems in learning? To estimate the efficacy of schools? To screen applicants for university? To determine candidates for awards? To construct a total picture of a student's competencies in cognitive, attitudinal and skill areas? Each purpose represents a different role for evaluation; procedures to fulfill that role must be chosen in the full understanding of that role and the effect that choosing one role or another may have on the education system.

The variety of roles for evaluation can be construed as forming a continuum. At one end is the stance that, through the exercise of control, education can be made more efficient and productive. From this position, the role of evaluation is to collect information on measurements and compare to standards. Towards the other end of the continuum is the stance that in the complex world of human interactions, measurements and comparisons are too simplistic to permit the full understanding of the educational enterprise and that subjective insights can be trained to provide a stronger basis for making decisions about human affairs.

This section of the report describes an orientation to evaluation in education that is intended to be consistent with the philosophical framework of *Directions* and the Saskatchewan Core Curriculum.

Directions and the Saskatchewan Core Curriculum

Evaluation of students, curricula and instruction must be guided by the same philosophy that guides the school program. The *Directions'* vision and the Core Curriculum are guided by a belief in schools and courses of study that are flexible and designed to meet individual needs. Since a good deal of variability from classroom to classroom and among learners is to be expected, evaluation procedures will need to be adaptable.

The Core program will be broadly-based, covering a wide range of knowledge and skills. As goals for school programs take on a wider scope, so must evaluation procedures. They will need to take into account the new knowledge, skills and abilities students are learning in addition to course content.

The Core program will also be more developmentally oriented, requiring evaluation measures designed to measure growth over a period of time. Such measurement will reflect carefully prescribed and sequenced school experiences. Individual program planning incorporating diagnosis and prescriptive teaching will be necessary in order to meet unique learning needs most effectively.

Special Education legislation in Saskatchewan requires that students with special needs be served by programs appropriate to those needs. This requires ongoing evaluation of the student with the involvement of parents.

Finally, the program will be designed to anticipate future as well as present student needs. Evaluation procedures, too, will need to be forward looking, and school programs will need to be evaluated against long-term targets rather than over the short-run.

It is the view of the Evaluation Advisory Committee that principles based on *Directions* and the Saskatchewan Core Curriculum will best serve to guide evaluation of students, programs and instruction in the future.

Guiding Principles

The guiding principles for evaluation in education adopted by this Committee emerged from the fundamental recognition that education is an interactive process. Schools and programs are guided by values aimed at shaping the academic, social, personal and career growth and development of students. The individual is valued and at the centre of decision-making about programs, experiences and opportunities designed and delivered to meet his or her needs. Parents, teachers, administrators, school boards and the department are essential partners in education. Their vision and hope must be included in planning for student growth and educational experiences. It is fundamental,

- that evaluation in education be undertaken in a way that respects the integrity and legitimate autonomy of individuals (student, parent, teacher, administrator and trustee) and groups (classes, school staffs, school boards and the department), and that provides for natural justice.

Related to the above principle is our understanding that decisions are, in most circumstances, best made as close as possible to the point of implementation. That is, the teacher, for example, in consultation with parents, the student and school level colleagues, is in the best position to determine student program placement. Similarly, the school division is in the best position to

determine the breadth and elements of program suited to the needs of the community. Saskatchewan Education is in the best position to determine the goals of education which best represent the interests of Saskatchewan citizens. The second principle addresses the responsibility for evaluation and is,

- that the determination of processes and criteria of evaluation in education is a shared responsibility that must occur as close as possible to the place of activity.

Evaluation requires that a judgement be made and consequently expectations or criteria must be identified against which progress or attainment can be gauged. Hence, we believe,

- that evaluation in education must be guided by agreed upon intended outcomes as specified in provincially-authorized curriculum.

At the same time, evaluation must provide for fairness. Students, teachers and programs must be evaluated in a way that is sensitive to the context of the family, classroom, school and community. Some teaching situations are extremely complex and difficult in comparison to others. Some students come to school hungry for knowledge while others come to school hungry, and some communities can be more supportive of the school and educational programming than can others. Since the determinants of educational outcomes vary so greatly among classrooms, schools, and communities it is important,

- that evaluation procedures in education provide for fairness among students, teachers and others in education and, in particular, that procedures be sensitive to issues of educational equity.

Clearly, evaluation is not an activity separated from the many other components of life in classrooms and schools. New curricula, textbook materials and programs of studies must ensure that the practice of evaluation is integrated into other educational activities. Development of evaluation procedures must recognize,

- that evaluation in education is an integral component of instruction, curriculum and program design, school and division improvement, professional development and all other planned educational activities.

Evaluation must be built as an essential component into the daily activities of administrators, teachers, and students. Student evaluation procedures must be designed first to assist students in their own self-appraisal by providing feedback. A test mark or grade on a term paper forms only a small part of evaluation and must be accompanied by advice, counselling and sometimes new opportunities to learn what was being assessed. It is critical,

- that curricula include evaluation procedures which provide positive and supportive feedback to students and which assist them, their parents and teachers to make good decisions about the next steps in learning and instruction.

Evaluation in schools should encourage self-appraisal and the creation of opportunities for students to reflect on attainment of their educational goals. Teachers, administrators and others who evaluate students need to explain the educational value of their methods and procedures. This view suggests,

- that evaluation in education regard the student as an active participant in the process and encourage the development of self-appraisal in becoming a life-long learner.

In much the same way, it is crucial to the ongoing development and enhancement of the teaching profession that teachers and administrators be encouraged to appraise their own work. A key component of professionalism is the capacity to reflect on practice with a view to self-adjustment, correction and improvement. Evaluation procedures in education that touch on the work of the professional must demonstrably contribute to their professionalism. Such procedures are developed and used in ways which ensure,

- that evaluation respects and contributes to the professional role of teachers by promoting self-evaluation and reflection on practice.

Finally, evaluation procedures which respect the integrity and automony of individuals and which promote self-appraisal on the part of both educators and students must occur within a supportive environment. The collection and use of information gathered for the purposes of evaluation and/or supervision must exhibit respect for the personal and confidential nature of such information. It is essential,

- that the collection, maintenance, use and dissemination of information used for the evaluation, supervision and guidance of students and school personnel be treated with confidentiality.

Taken together these principles of evaluation are intended to guide the development and improvement of educational evaluation. They display a bias that emerges from an improved understanding of how children and adults learn, grow and develop. They are guided by a strengthening research base which provides a clearer understanding of the purpose and impact of the many possible evaluation procedures. Finally, these principles are based on a clear appreciation of the benefits that can accrue to children and schools from an enhanced respect for teacher professionalism and positively directed evaluation practices.

Recommendations

Student Evaluation

Student evaluation is integral to the teaching-learning process. It is, therefore, centered in the classroom. Teachers assess student achievement, provide constructive feedback, plan student programs, compare student achievement to established expectations, and measure final outcomes. *The Education Act* assigns teachers responsibility for planning and organizing learning activities with due regard for individual differences and needs of pupils. In addition, under the general supervision of the principal and within the context of board policy, teachers report regularly to parents or guardians with respect to student progress and advance or promote pupils.

1. Teachers, having the primary responsibility for evaluation of student achievement and progress, require knowledge of a broad range of general and subject-specific evaluation strategies appropriate to Core Curriculum. They also require skills in the diagnosis of student learning difficulties. The Committee recommends:

   That continuing education and professional development opportunities be provided for all teachers to support improvement of their capabilities in the evaluation of student achievement and progress and in the diagnosis of student learning needs.

   Action Plan

   Saskatchewan Education should revise the Student Evaluation Handbook and incorporate its use into inservice activities. Inservice activities should be developed in conjunction with the implementation of new curricula.

2. The assessment of student learning is primarily a matter of planned teacher-student interaction. Although Saskatchewan teachers currently use a wide variety of evaluation strategies appropriate for existing curricula, the implementation of Core Curriculum will bring changes in content and instruction. It will require the evaluation of a broad range of knowledge, skills and abilities, most clearly represented by the Common Essential Learnings and Required Areas of Study. Increasingly, curricula will be adapted to meet individual and community needs. The Committee recommends:

That, as each new curriculum is developed, provision be made to include student evaluation strategies designed to measure student acquisition of knowledge, processes and the Common Essential Learnings in all areas of study.

Action Plan

Saskatchewan Education should provide direction and guidelines to curriculum developers and writers for the inclusion of appropriate curriculum-based evaluation strategies (including strategies for evaluating areas and objectives not traditionally evaluated) and cross-referenced to the revised student evaluation handbook.

3. The evaluation and reporting of student progress is and must continue to be primarily a responsibility of the school staff within the framework of division policy. However, it is important to ensure that policies are in place which include consideration of the reliability and fairness of evaluations, access to and use of evaluative information and students' and parents'/guardians' access to appeal procedures.

   Further, policies regarding the diagnosis of student learning needs, the development of individualized instructional programs and the placement of students in special education programs need to be identified.

   All policies in regard to student evaluation must recognize the role of students, parents and teachers and provide for the involvement of students and guardians/parents in diagnosis, prescription and placement. Therefore, the Committee recommends:

   That school divisions and school staffs ensure that policies and practices on assessment of student achievement, placement and promotion are established and communicated.

   Action Plan

   Boards of education should review and, if necessary, establish general policies for assessment of student achievement, placement and promotion. School level policies should be established which are consistent with the school and division philosophy.

4. Although *The Education Act* delegates certain authority to boards of education, Saskatchewan Education has a responsibility to provide leadership and support for the development of exemplary policies at the local level. The Committee recommends:

That Saskatchewan Education review and, if necessary, establish legislation, regulations and guidelines which ensure and facilitate the development of department, school division and school level policies pertaining to the assessment of student achievement, placement and promotion.

Action Plan

Saskatchewan Education should take action to review existing legislation, regulations and policies regarding assessment of student achievement and to support the development of a handbook to guide policy development at the division and school level in consultation with the educational partners.

5. The Committee supports the continuance of accreditation by teacher by Area of Study based on successful teaching experience, Area of Study knowledge, administrative recommendation, and school division and departmental approval.

   However, in light of the changes in instruction and student evaluation which will result from implementation of Core Curriculum, aspects of accreditation policies need to be examined. The Committee recommends:

   That Saskatchewan Education teacher accreditation policies be revised in consultation with the Saskatchewan Teachers' Federation, Saskatchewan School Trustees Association and League of Educational Administrators, Directors and Superintendents, in order to ensure congruence with the Saskatchewan Core Curriculum and in consideration of the following:

   - **maintenance of accreditation by teacher by Area of Study based on successful teaching experience, Area of Study knowledge, and administrative recommendation subject to school division policy,**
   - **an initial accreditation seminar leading to subject-specific accreditation for a specified term,**
   - **establishment of a supplementary accreditation seminar leading to accreditation for a specified term in additional Areas of Study, and**
   - **establishment of an inservice program on evaluation leading to accreditation renewal for a specified term in all areas of study in which candidates were previously accredited.**

Action Plan

Saskatchewan Education should revise accreditation policies in consultation with STF, SSTA and LEADS.

6. Given the current Saskatchewan reality of teachers being required to teach in several subject areas, the Committee agreed that Saskatchewan Education should maintain its provision of final examinations at the Grade 12 level for students of non-accredited teachers. It also felt that, for the present, these examinations should continue to represent 50% of a student's mark, with the other 50% being provided by the student's teacher.

   However, departmental examinations have been designed in their current format for a number of years. Issues such as traditional versus machine-scored exams, scaling and a floating mark need to be examined. In addition, the implementation of Core Curriculum will have implications for their design. Therefore, the Committee recommends:

   That policies in regard to the development and administration of Grade 12 departmental examinations for students of non-accredited teachers be reviewed to ensure congruence with the Saskatchewan Core Curriculum and to include consideration of such topics as:

   - the roles of students, teachers, administrators, and boards of education
   - the reliability, consistency, and cultural sensitivity of evaluations
   - access to and use of evaluative information, and
   - students' and parents'/guardians' access to appeal procedures.

Action Plan

Saskatchewan Education should initiate a review of departmental examinations, in consultation with representatives of STF, SSTA, LEADS and the Universities.

Curriculum and Program Evaluation

7. Saskatchewan Education is responsible for the ongoing development and evaluation of provincial curriculum. It is important that appropriate strategies be used to monitor the effectiveness of provincial curriculum in regard to its relevancy, appropriateness of content, level of knowledge and skills required of students, and the need for supporting resource materials. The Committee recommends:

That a Saskatchewan Curriculum Assessment Program be researched, conceptualized, developed, and field-tested to monitor the effectiveness of the provincial curriculum and, in particular, the effectiveness of Core Curriculum.

Action Plan

Saskatchewan Education, in consultation with STF, SSTA, LEADS, and the Universities, should provide leadership in the development of a model consistent with the principles of Core Curriculum and with the principles of this report.

8. In order to meet community program priorities, Core Curriculum provides for courses to be developed at the local level. Responsibility for the evaluation of these locally-developed curricula should rest with school divisions in accordance with departmental guidelines. Therefore, the Committee recommends:

That locally-developed curricula receive provincial approval for a specified period and, on the basis of a suitably conducted local evaluation, receive longer-term approval.

Action Plan

Saskatchewan Education, in consultation with STF, SSTA, and LEADS, should develop criteria for approval and maintenance of locally-developed courses and establish guidelines for evaluation at the local level.

9. To ensure the ongoing assessment of program and to provide a basis for informed educational planning, all school programs require regular formal appraisal. School divisions will continue to be responsible for determining school programs and should also be responsible for their evaluation. Therefore, the Committee recommends:

That school divisions develop policy on the evaluation of their school programs which includes consideration of the following:

- the regular formal appraisal of the school program,
- the assessment of the suitability of the goals and objectives of the school programs,
- the involvement of staff in program evaluation,
- appraisal of public understanding and support of school programs, and
- evaluation of the results achieved by the program.

Action Plan

School divisions should establish evaluation policies with consideration of the above criteria.

10. An orientation toward program evaluation on the part of all professional educators will enhance program change and improvement. Program evaluation is an ongoing, integral part of planning and decision-making for improvement. A knowledge of certain basic program evaluation concepts and methods will greatly assist educators as more and more planning and improvement decisions are called for at the local school level. Therefore, the Committee recommends:

    That school divisions develop policies which support school-based program evaluation as a legitimate role of teachers, administrators and school divisions, and which promote program evaluation through inservice activities.

    Action Plan

    Saskatchewan Education should refine and promote the Program Evaluation Manual through inservice activities, and encourage involvement of school divisions. School divisions should have a leadership role in initiating program evaluation at the local level. The STF should provide a short course on program evaluation. The Universities should assist in the development of inservice.

11. The ability to evaluate curricula and adapt it to meet a variety of student needs is inherent in the role of teachers and principals. Recognition of this role and awareness of program evaluation models must begin during preservice preparation. This is when teachers develop the habits of reflective practitioners. The Committee recommends:

    That teacher education ensure development of an understanding of the teacher's role in and responsibility for program evaluation.

    Action Plan

    The Universities should be approached to review teacher education programs to ensure program evaluation is part of methodology courses and that preservice field experience promotes awareness of program evaluation as it occurs in schools.

Personnel

12. There is a need to examine continually practices of supervision and evaluation and to identify those which best lead to the improvement of teaching and learning. The responsibility for teacher supervision and evaluation lies with employing school divisions.

    In keeping with the need for teachers to become self-reflective practitioners, preservice education should ensure that prospective teachers have attitudes and capabilities compatible with expectations, roles and responsibilities regarding professional development, supervision and evaluation.

    The Committee believes that teacher supervision and evaluation practices should be linked to professional development policies and programs and should provide for the formal appraisal of instructional performance of all teachers on a regular basis. Therefore, the Committee recommends:

    That school divisions, in consultation with teachers and other professional staff, develop policies, procedures and guidelines for instructional improvement, professional development, and formal teacher evaluation.

    Action Plan

    School divisions, in consultation with teachers and other professional staff, should establish staff development and evaluation policies which are consistent with the principles of due process.

System Monitoring

Educational evaluation and monitoring are undertaken in order to acquire and maintain information on system performance, both at the division and at the provincial level. The information obtained can be used to improve decision-making, planning, and policy development. It can also provide feedback to the public concerning the effectiveness and efficiency of the educational system.

Educators and policy-makers need to enhance and systematize the collection of information currently used to monitor and evaluate all schools and school divisions. The initial purpose would be to provide information on current practices, identifying strengths and weaknesses. A further purpose would be to recommend improvements to support schools and school divisions in the achievement of their objectives.

13. It is important that a regular appraisal of all schools and school divisions occur. Primary responsibility for this evaluation is that of the school division. Therefore, the Committee recommends:

    That each school division develop policies that provide for a regular appraisal of schools and the school division.

    Action Plan

    School divisions should establish policies for school and division evaluation which include consideration of:

    - the assessment of school and division goals and objectives,
    - the determination of public understanding and support for the schools and division,
    - the appraisal of student achievement, quality of instruction, and program suitability,
    - the evaluation of the organizational effectiveness of schools and school divisions, and
    - the communication of system performance to the public.

14. Effective monitoring of educational performance at the school division and provincial level depends upon the availability of accurate and reliable information upon which to base decisions. The Committee recommends:

    That Saskatchewan Education, the Saskatchewan Teachers' Federation, the Saskatchewan School Trustees Association, and LEADS take steps to improve and systematize student record keeping in Saskatchewan.

    Action Plan

    Saskatchewan Education, the STF, LEADS, and the SSTA should review procedures and outline a plan for improvement in student record keeping, including course designations and the issuing of transcripts.

15. The implementation of Core Curriculum represents an important change in educational programs in Saskatchewan. In order to assess the overall effectiveness of school programs and to provide reliable information as a basis for planning, educational indicators need to be gathered in an ongoing and systematic way. The Committee recommends:

That a framework of system program planning and effectiveness indicators be developed for education in Saskatchewan.

Action Plan

Saskatchewan Education, in collaboration with the STF, SSTA, LEADS and the Universities, should develop and implement system planning and effectiveness indicators which might include:

- retention rates,
- student achievement,
- teacher supply and demand,
- determination of public understanding and support,
- demographic information, and
- statistics on secondary school students such as credits acquired, course registration and graduation statistics.

16. All citizens in a democracy share an interest in and responsibility for the goals of education and the system's effectiveness in achieving them. It is the particular responsibility of the educational system to ensure society's awareness of the overall strengths and weaknesses of our schools and to build support for necessary improvements. Therefore, the Committee recommends:

That communication strategies be developed to convey information regarding the effectiveness and quality of education in Saskatchewan.

Action Plan

In addition to each school and school division ensuring that an effective communication strategy is in place, coordination is needed among the STF, SSTA, LEADS and Saskatchewan Education to develop and implement a communication strategy regarding the provincial educational system as a whole.

Evaluation Improvement

17. Evaluation procedures at all levels should exhibit respect for the rights of individuals and groups and should recognize rights of confidentiality in the collection and use of information for evaluation and monitoring purposes. The Committee recommends:

    That all evaluation programs at the school division level and provincial level be undertaken in a manner consistent with the principle of personal confidentiality.

    Action Plan

    Individuals at all levels of the educational system should be aware of and make use of the Ethics Guidelines (see Appendix B) with respect to the rights of individuals and groups.

18. In order to be implemented effectively, the recommendations proposed by the Committee will require support at all levels in the form of resources, expertise, and training. The Committee recommends:

    That Saskatchewan Education, the STF, LEADS, and the SSTA collaborate in identifying the most effective allocation of resources required to support evaluation at all levels.

    Action Plan

    Saskatchewan Education, in collaboration with the educational partners, should identify those resources available to support evaluation initiatives as presented in this report.

19. In Saskatchewan, provincially recognized schools, both public and private, are eligible for funding from Saskatchewan Education. Therefore, the Committee recommends:

    That these recommendations apply to all schools funded by Saskatchewan Education.

    Action Plan

    Saskatchewan Education should ensure that all school divisions and publicly funded private schools are involved in the implementation of these recommendations.

List of Recommendations

The Minister's Advisory Committee on Evaluation and Monitoring recommends:

1. That continuing education and professional development opportunities be provided for all teachers to support improvement of their capabilities in the evaluation of student achievement and progress and in the diagnosis of student learning needs.

2. That as each new curriculum is developed, provision be made to include student evaluation strategies designed to measure student acquisition of knowledge, processes and the Common Essential Learnings in all areas of study.

3. That school divisions and school staffs ensure that policies and practices on assessment of student achievement, placement and promotion are established and communicated.

4. That Saskatchewan Education review and, if necessary, establish legislation, regulations and guidelines which ensure and facilitate the development of department, school division and school level policies pertaining to the assessment of student achievement, placement and promotion.

5. That Saskatchewan Education teacher accreditation policies be revised in consultation with the STF, SSTA and LEADS, in order to ensure congruence with the Saskatchewan Core Curriculum and in consideration of the following:

   - maintenance of accreditation by teacher by Area of Study based on successful teaching experience, Area of Study knowledge, and administrative recommendation subject to school division policy,

   - an initial accreditation seminar leading to subject-specific accreditation for a specified term,

   - establishment of a supplementary accreditation seminar leading to accreditation for a specified term in additional Areas of Study, and

   - establishment of an inservice program on evaluation leading to accreditation renewal for a specified term in all areas of study in which candidates were previously accredited.

6. That policies in regard to the development and administration of Grade 12 departmental examinations for students of non-accredited teachers be reviewed to ensure congruence with the Saskatchewan Core Curriculum and to include consideration of such topics as:

   - the roles of students, teachers, administrators, and boards of education

   - the reliability, consistency, and cultural sensitivity of evaluations

- access to and use of evaluative information, and
- students' and parents'/guardians' access to appeal procedures.

7. That a Saskatchewan Curriculum Assessment Program be researched, conceptualized, developed, and field-tested to monitor the effectiveness of the provincial curriculum and, in particular, the effectiveness of Core Curriculum.

8. That locally-developed curricula receive provincial approval for a specified period and, on the basis of a suitably conducted local evaluation, receive longer-term approval.

9. That school divisions develop policy on the evaluation of their school programs which includes consideration of the following:
   - the regular formal appraisal of the school program,
   - the assessment of the suitability of the goals and objectives of the school programs,
   - the involvement of staff in program evaluation,
   - appraisal of public understanding and support of school programs, and
   - evaluation of the results achieved by the program.

10. That school divisions develop policies which support school-based program evaluation as a legitimate role of teachers, administrators and school divisions, and which promote program evaluation through inservice activities.

11. That teacher training ensure development of an understanding of the teacher's role in and responsibility for program evaluation.

12. That school divisions, in consultation with teachers and other professional staff, develop policies, procedures and guidelines for instructional improvement, professional development, and formal teacher evaluation.

13. That each school division develop policies that provide for a regular appraisal of schools and the school division.

14. That Saskatchewan Education, the Saskatchewan Teachers' Federation, the Saskatchewan School Trustees Association, and LEADS take steps to improve and systematize student record keeping in Saskatchewan.

15. That a framework of system program planning and effectiveness indicators be developed for education in Saskatchewan.

16. That communication strategies be developed to convey information regarding the effectiveness and quality of education in Saskatchewan.

17. That all evaluation programs at the school division level and provincial level be undertaken in a manner consistent with the principle of personal confidentiality.

18. That Saskatchewan Education, the STF, LEADS, and the SSTA collaborate in identifying the most effective allocation of resources required to support evaluation at all levels.

19. That these recommendations apply to all schools funded by Saskatchewan Education.

Conclusion

Saskatchewan people can take pride in the accomplishments of their schools. The *Directions* review completed in 1984 provided not only an opportunity to examine educational practices and recommend changes for the future but also an opportunity to recognize our educational strengths.

Our schools have significantly improved retention rates over the past decade. Over two-thirds of all students complete Grade XII, and the majority of those students completing Grade XII enroll in some form of post-secondary education. Saskatchewan teachers are well-educated and highly-trained, benefitting from a preservice field experience program which is admired across Canada. Our schools provide an increasing variety of programs to meet a broad range of special needs. Several programs introduced since the *Directions* review, such as the Education Development Fund and the School Improvement Program, have increased the ability of schools and school divisions to effect change and improvement at the local level.

The introduction of Core Curriculum and the other educational initiatives being undertaken as a result of the *Directions* review represent significant changes for Saskatchewan schools. The successful implementation of these initiatives is a responsibility shared by Saskatchewan Education; the Saskatchewan Teachers' Federation; the Saskatchewan School Trustees Association; the League of Educational Administrators, Directors and Superintendents; and the University of Regina and the University of Saskatchewan. Their continued commitment and support at all levels will be required.

The overriding goal of the *Directions* review was the development of a curriculum and patterns of instruction which would better meet the needs of Saskatchewan students and prepare them for the future. By increasing awareness of evaluation's intrinsic role in education and by strengthening support for exemplary practices, the Committee hopes to ensure that evaluation contributes to that goal.

The many and complex evaluation issues in education today presented a challenge for the Committee's deliberations. The challenge, in part, resolved itself when Committee members recognized that not all evaluation issues could be addressed in this report.

For example, in the course of its deliberations the Committee became increasingly aware of a number of concerns and issues that relate to the use of student evaluation data in making the transition from the secondary school to tertiary education institutions and the world of work. Standards, equity, alternative forms of certification and awards were identified as concerns.

These concerns, in part, are being addressed through the recently established K-12/Post-Secondary Articulation Committee which is composed of representation from all sectors of the education continuum.

In summary, the Committee presents this evaluation report with the knowledge that, although not all of the evaluation issues have been resolved, significant progress has been made in defining and seeking solutions to the diverse and complex issues discussed. It is the consensus of the Committee, therefore, that continuing dialogue and debate are necessary to further clarify and resolve evaluation issues for improvement of education in Saskatchewan.

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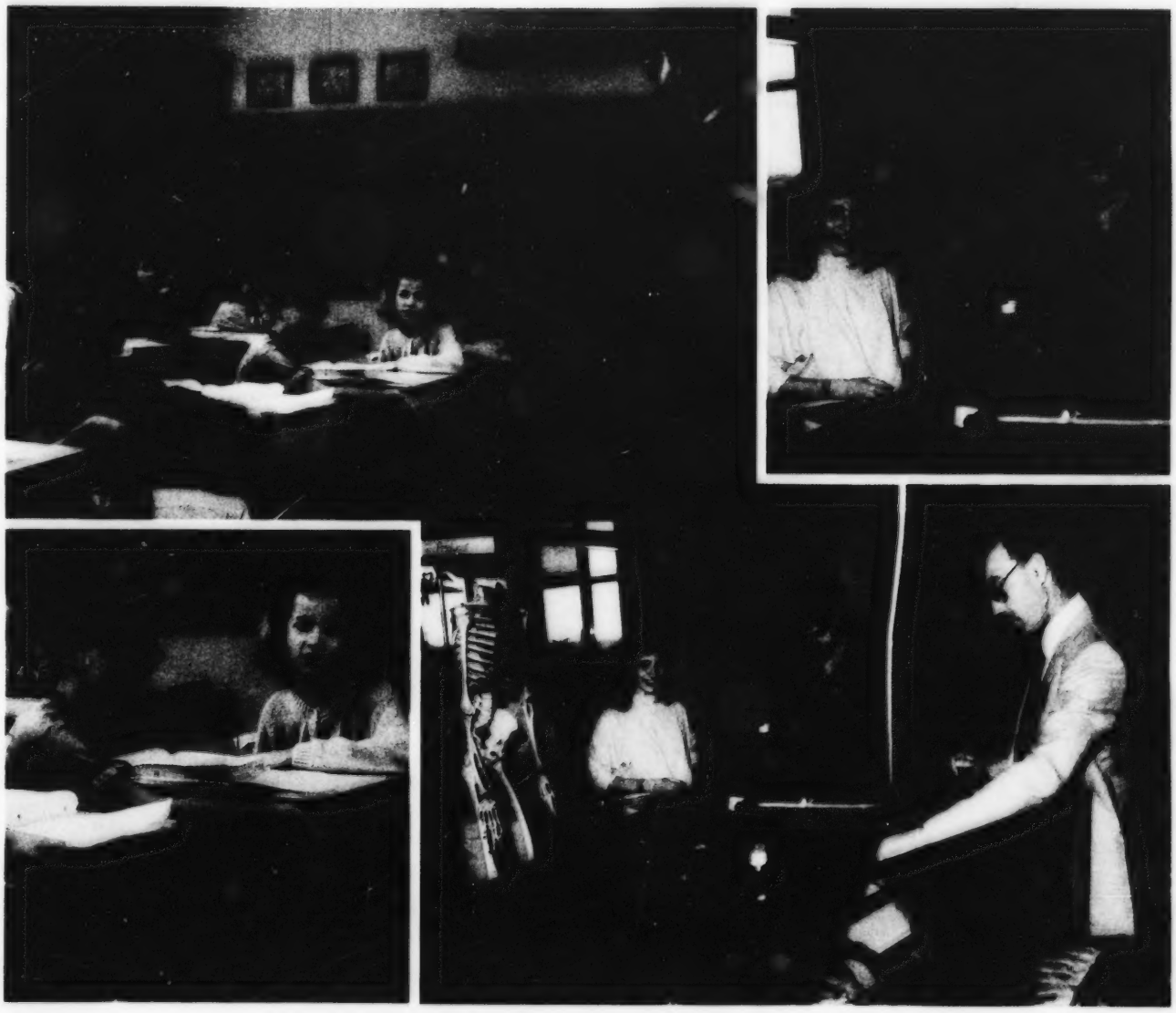

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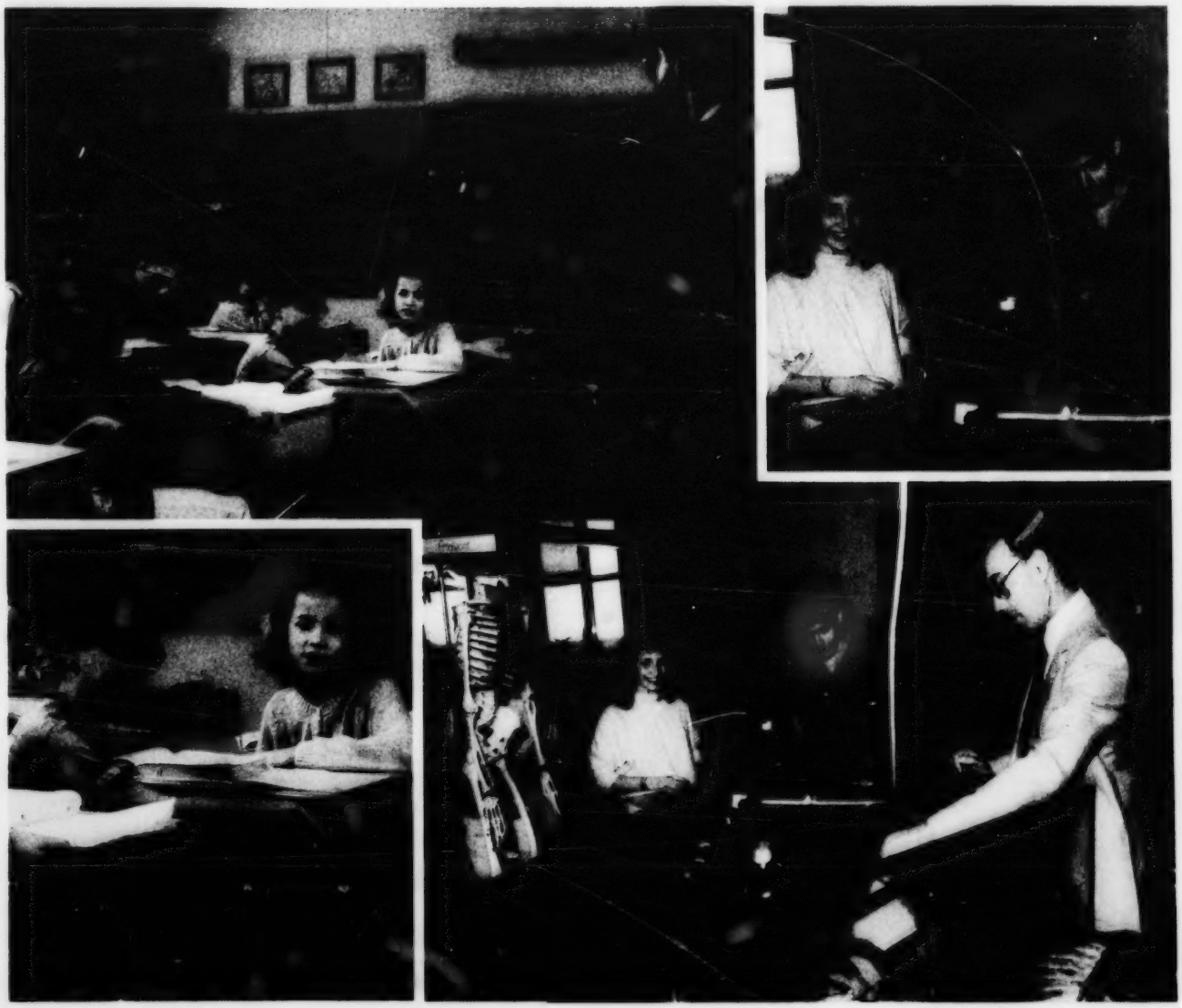
Appendices



Appendix A

Glossary

Accountability: Preparation and ability to account to the public for the performance of the educational system.

Accreditation: Granting to a teacher the responsibility of determining the final mark or standing of the students in a specified Grade XII (Level 30) subject or subjects.

Assessment: The collection and evaluation of information within an educational system.

Coaching: The provision of on-site personal support and technical assistance for teachers to help transfer specific training to classroom practices, resolve persistent problems in planning and instruction, and increase professional dialogue and understanding of teaching.

Common Essential Learnings: A set of six interrelated areas containing understandings, values, skills, and processes which are considered important as foundations for learning in all school subjects. These six areas are:

- **Communication** which focuses on improving students' understanding of the language demands in each of the Required Areas of Study based on a recognition that language is central to learning in all subject areas.
- **Numeracy** which is concerned with developing students' knowledge, skills and appreciations of mathematical ideas, techniques and applications.
- **Critical and Creative Thinking** which is intended to better develop students' abilities to create and to evaluate ideas, processes, experiences and objects.
- **Personal and Social Values and Skills** which examines the personal, moral, social and cultural aspects of each school subject and of the school environment.
- **Independent Learning** which focuses on creation of the opportunities and experiences necessary for students to become capable, self-reliant, self-motivated, and life-long learners.
- **Technological Literacy** which is concerned with improving students' understanding of how technological systems are integral parts of social systems, and that they cannot be fully separated from the political, cultural and economic frameworks which shape them.

Core Curriculum: The Saskatchewan framework for curriculum that comprises learnings necessary for all students including Common Essential Learnings and learnings from Required Areas of Study.

Criterion-referenced: A student's performance as compared with an acceptable minimum criterion.

Curriculum: The translation of educational goals into an organized set of intended learning outcomes and instructional plan.

Curriculum Development: The process by which intended learning outcomes are developed and instructional plans designed.

Curriculum Development Phases: The four phases or functions of the Saskatchewan model of curriculum development are:

- **Program Evaluation** - the appraisal or assessment of a broad area of study, course of study or a particular curriculum guide.
- **Program Design** - the dynamic period of time involved with working out the planned curriculum change.
- **Program Implementation** - both the provision of the means for carrying into effect the curricular change in the schools and the actual installing of the curriculum in the school program.
- **Program Maintenance** - sustains the curriculum in the schools. It involves supporting, monitoring and revitalizing courses of study and related materials.

Diagnostic Test: A test used to diagnose, to locate specific areas of weakness or strength and to determine the nature of weaknesses or deficiencies in a particular area of knowledge or skill.

Evaluation: A systematic collection of relevant information for the purpose of making judgements on whether students, teachers, programs, systems are doing what they ought to be doing and on how well they are doing it.

- **Formative Evaluation** is designed for use during instruction to stimulate, guide and evaluate learning in specific units of instruction.
- **Summative Evaluation** is designed to be used at the end of instruction to measure the learning outcomes of the course of instruction.

Local Adaptation: The process of adapting provincial courses to provide appropriate instruction in the classroom. This adaptation may include sequencing of process and content objectives, provision for learning styles and use of supplementary materials and community resources.

Locally-developed Course: A course designed at the local level - school or school division - to meet specific student needs.

Monitoring: Watching or checking on the performance of systems, procedures and processes.

Natural Justice: Ensuring provision for due diligence, due regard and due process.

Norm: A descriptive statistic of average or typical performance of specified status. Grade equivalent, age and percentile are the most common types of norms.

Norm-referenced: A student's relative performance within a group of which he or she is a member.

Process Skills: Skills related to the way or method of doing something.

Program Evaluation: A formal process of gathering and analyzing information about some aspect of a school program in order to make a decision or to communicate the merits of the aspect to other decision-makers or appropriate groups.

Required Areas of Study: Seven areas of study which are required for all students: language arts, mathematics, arts education, health education, physical education, science, and social studies.

Self-referenced: A student's performance compared to his or her own development over time.

Teacher Accreditation: Granting to a teacher the responsibility of determining the final mark or standing of the students in a specified Grade XII (Level 30) subject or subjects.

Appendix B

Ethics Guidelines - Research with Human Subjects*

While recognizing the vital importance of research to human progress, the Council affirms that the welfare and integrity of the individual or particular collective must prevail over the advancement of knowledge and the researcher's use of human subjects for that purpose. The Council is not itself vested with any authority to decide when an individual's rights may be superseded by the need for research but, as a trustee of public funds, the Council has a responsibility to ensure that the activities it supports respect the rights of the public it serves.

The guidelines are offered to assist the researcher and the institutional ethics review committee in avoiding any adverse effects of research involving human subjects.

Institutional Ethics Review Committees

1. Research projects involving human subjects must be approved by the ethics review committee of the institution employing the principal investigator before being submitted to Council, or shortly thereafter.

2. The review committee should include representatives from inside and outside the department and discipline in question, and the institution should keep the Council informed of disciplinary affiliation of the member. The Council may sometimes require names.

3. If the review committee makes an exception to these guidelines, an explanation must be provided.

4. Any dissent within a review committee must be made known to the Council.

5. The Council is concerned that monitoring procedures be established by review committees; it leaves them to propose their own approaches and to inform the Council. But special attention must be paid to research on children or captive and dependent populations, and to projects involving deception or an element of risk. With regard to children, review committees should seek expert advice, whenever necessary, on potential short- or long-term risks. Unforeseen damage must be remedied without delay or the research terminated.

6. Institutional review committee approval should not be advertised as an inducement to potential subjects; the researcher has, however, the right to inform them of such approval.

*Social Sciences and Humanities Research Council of Canada. (1988) *Guide for Applicants for Research Grants*. Ottawa: Minister of Supply and Services Canada.

Definition of "Human Subject"

7. The term "subject" signifies any person who is a source of raw or unformulated data and who is not acting as, or assisting, the principal investigator.

Rights of the Individual

8. Certain individual or collective "rights" must be maintained. These include: the right to know the precise nature and purpose of the research, so that consent may be given or withheld advisedly; the right to know of the risks and benefits; the right to assurance that privacy will not be invaded and that information disclosed will remain confidential; the right of cultural groups to accurate and respectful description of their heritage and customs and to the discreet use of information on their lives and aspirations.

Informed Consent

Information given to subjects should respect their levels of comprehension. A description should be provided of purpose; usefulness; expected benefits; methods; effects; risks (including risks to physical and psychological well-being and jeopardy to social position) and possible alternative procedures. Subjects should always be told of factors which might lead them to refuse to participate. In exceptional circumstances, the guidelines on deception should be applied.

9. Participants should be apprised of their rights to inquire about the research and have recourse to a resource person outside the research group.

10. There should be no coercion, constraint or undue inducement (see special guidelines for captive and dependent populations).

11. Participants should understand that they may withdraw at any time, just as investigators may terminate their research in the interest of the subjects, the project or themselves.

12. Informed consent of parents or guardian and, where practical, of children should be obtained in research involving children (see special guidelines concerning research on children).

13. Participants should be informed of the degree of confidentiality that will be maintained in the study.

14. Informed consent should be obtained in writing. Where this is not practical, the procedures used in obtaining consent should be on record.

15. Written consent should set out:
    a) purpose of the research;
    b) benefits envisaged;
    c) any inconveniences;
    d) tasks to be performed;
    e) rights of the subject, e.g. the right to withdraw at any time without penalty, the right to confidentiality of personal information;
    f) risks involved;
    g) the name(s) of the person(s), group(s) or institution (s) eliciting or receiving the consent.

16. The wording of the consent form should be as similar as possible to the oral description given to the subject. The form should provide for hearing any subsequent complaint.

Deception

Deception is a situation in which subjects have essential information withheld and/or are intentionally misled about procedures and purposes.

17. Deception should never be permitted when there is risk of harm to the subject or when it is not possible to advise subjects subsequently as to the reasons why the deception was necessary.

18. The researcher must satisfy the review committee that:
    a) significant scientific advance could result; and that
    b) no other methodology would suffice.

19. Nothing must be withheld which might have caused subjects to refuse to participate.

Risk and Benefit

Greater consideration must be given to the risks to physical, psychological, humane, proprietary and cultural values than to the potential contribution of the research to knowledge. The more incalculable the risk, the more cautious should be the researcher and the review committee in proceeding.

20. Where procedures involve risk, the researcher should have previously carried them out successfully, at least under supervision, without detriment to the subjects. For a new procedure, the investigator must convince the review committee that adequate precautions will be taken, and monitor preliminary work to ensure appropriateness. The results should be available to the committee.

21. Except where there is clear foreseeable benefit to the participant, such as therapeutic research, the researcher has no right to attempt to make long-term changes in a person's behaviour or attitudes. Where the researcher plans to induce short-term behavioural change, permission to proceed should depend upon reversibility.

22. The researchers must guard against risks to nonparticipants (third-party risks).

23. The onus is on the researcher to avoid or minimize risks to subjects, both in carrying out the research and in publication of results.

Privacy

The right to privacy extends to all information on a person's physical and mental condition, personal circumstances and social relationships which is not in the public domain. It gives to the individual or collective the freedom to decide when, where, in what circumstances and to what extent their personal attitudes, opinions, habits, eccentricities, doubts and fears are to be published.

24. If there is to be a probing of private personality or private affairs the intention should be explicit. Where there is an implication of protection of privacy, the protection should be more generous that the promise.

25. Informed consent should be obtained from those to be observed or studied in private settings.

26. Since concepts of privacy vary from culture to culture, the question of invasion of privacy should be looked at from the point of view of those being studied.

Confidentiality and Anonymity

27. If confidentiality or anonymity cannot be guaranteed, participants should be made aware of possible consequences.

28. There should be a clear understanding between investigator and subjects as to what extent information they divulge will be kept confidential in the original use of data and their deposit for future use.

29. Unless there is an explicit statement by the researcher to the contrary, to which the subject agrees, personal information given by the subject will be confidential and the researcher will explain steps to be taken to ensure confidentiality and anonymity.

30. Steps should be taken to guard against indirect or unwitting disclosure of identity of subjects by association or by combination of information.

31. The researcher has an obligation to third parties.

32. Obtaining access to institutional records should respect the individual's rights to confidentiality and anonymity.

Research on Captive and Dependent Populations

"Captive and dependent populations" are individuals or groups in a relationship where a power differential could operate to their disadvantage as subjects: for example, students, minors, prisoners, employees, military personnel, minority groups, incapacitated people and the socially deprived. Review committees should be especially alert to ensure that consent obtained is not obtained by subtle pressures on the captive subject. Such pressures may invalidate the consent.

33. In addition to consent of the subjects themselves, informed consent of the authorities should be obtained.

34. Where consent of the subjects themselves cannot be obtained, it must be sought from someone in the authority, together with written consent from a person who may act as an independent advocate.

35. Captive subjects should always have the right and power to veto others' consent.

Research on Children

36. Informed consent of parents or guardians should be obtained before using minors. In school, camp, or other group settings, consent of the principal, director or other appropriate authority must also be obtained. Where a child is a ward of the state or of an agency, such as the Children's Aid Society, informed consent of the agency director, as well as of the person having custody, must be obtained.

37. Children should be given individually the opportunity to refuse to participate or to withdraw.

Research in the Humanities

38. Research ethics are involved wherever an investigator intervenes in the lives of others. Historical and/or biographical investigation may pose problems of confidentiality or invasion of privacy if living persons are likely to be affected by the publication of private materials.

39. Researchers should be careful, in purchasing and taking out of the country original manuscripts, that they are not depriving another country of what may be a national treasure.

40. Those writing history, biography or artistic criticism should be aware that private papers, photographs or artistic productions are protected by copyright, regardless of whether such material resides in an archive, gallery or museum. One cannot legally consult, cite, reproduce, publish, refer to or distribute such documents or articles without permission, either from the author or heirs or from the person or institution given copyright ownership.

Acquisition and Use of Cultural Properties

41. Acquisitions should be for the purpose of scholarship and not for personal gain, private collection or sale.

42. Legal requirements of the country of origin must be observed.

43. Where there is doubt as to legal ownership, the researcher acquires an object at risk and must immediately inform the authorities of the country concerned. If the acquisition is not approved, the researcher should return the object to those authorities.

44. The researcher should not accept or otherwise acquire objects unless proper storage, protection and preservation of the objects can be provided.

45. Materials should be catalogued, with a description of their provenance, and this catalogue made part of the public record.

46. After a reasonable time, objects or documents should be made accessible to other scholars with legitimate research interest.

47. If objects or documents are to be de-accessioned or discarded, they should be offered to public authorities or educational institutions in the country or district of origin. If the offer is refused or cannot be made, they should be offered to educational institutions in Canada where they could be put to proper use or preserved. Such objects or documents should never be traded or sold to individuals or to dealers, but always remain in the public domain.

48. All copies or reproductions of documents and objects, whether collected for exhibition or distribution, should be clearly marked.

49. Material should not be publicly exhibited, discussed or published in a way which causes embarrassment to individuals, groups or countries associated with it.

50. Objects or documents should not be exhibited in ways likely to damage them.

Research on Other Cultures, Countries and Ethnic Groups

Research on cultures, countries,and ethnic groups different from one's own requires a different ethic. Researchers in the field have to give an account of themselves acceptable to the people among whom they are working, and in accord with the role the subjects will observe. To gain the subject's trust and cooperation, researchers may tell them that they have come to learn about their way of life, languages, customs and beliefs. But the problems of communicating what uses will be made of the information may be insurmountable.

This communication gap may make informed consent impossible, especially as the people under study may be unable to estimate the risks to their well-being and reputations, and potential damage to their descendants. To add to the problem in fieldwork, individual consent may not be feasible, and there may not be any person with authority to give collective consent. Absence of informed consent places additional responsibility and restrictions on researchers. Researchers must satisfy the review committee concerning the safeguards in the methodology.

51. Subjects may be paid for their time and this remuneration may take into consideration the inconvenience of participation. In anthropological field work, reciprocity is normal in some regions for certain persons, in the form of gifts, loans, transportation and other services.

52. If dangers can be foreseen but not forestalled it is questionable whether research should be undertaken. Intentions and risks must not be concealed to obtain cooperation.

53. In some societies, privacy and confidentiality may apply to unexpected kinds of activity. Certain ceremonies may be the privilege of a particular class or group; men may not view ceremonies of women, or youths may not be a party to deliberation of elders. Concepts of privacy must be viewed from the perspective of the research subject or the subject's culture.

54. When researchers outside their own culture are operating from a position of advantage, they have particular responsibility to subjects as regards publication. Margaret Mead sums these up: "There is first of all the responsibility to individuals who, if identified, must not thereby be exposed to legal sanctions, to ridicule or to danger. Second there is the responsibility to the group as a whole. Where customs are portrayed that contrast with the ethical standards of those who govern them or with the missionized or educated members of their own society, these must be represented in such a way that full justice is done to the cultural framework within which a given practice, however apparently abhorrent, occurs. Finally, there is the responsibility of the anthropologist for the way in which his findings are interpreted and articulated into the ongoing understanding of human behavior in the human sciences of his day."